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ABSTRACT

The extent to which a college has been engaged in strategic planning was studied with a sample of 96 institutions which had been identified as using strategic planning in a 1985 study. Survey questions consisted of a mixture of: (1) activities proper and essential to strategic planning; and (2) approaches and views of strategic planning that have little to do with the concept. The premise was that the higher the number of strategic responses, the greater the extent to which an institution is engaged in what can be considered bona fide strategic planning. The average number of strategic responses was similar among institutional types, control, and size. Findings revealed that not all institutions that asserted that they were engaged in strategic planning were so engaged (i.e., perhaps only one-third were). The number of institutions conducting bona fide strategic planning appeared to be smaller than suggested in previous research. Strategic planning is defined, and factors differentiating strategic planning from traditional long-range planning are listed. Three guidelines for conducting strategic planning are offered. (SW)

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DIFFERENTIATING BONA FIDE STRATEGIC PLANNING FROM OTHER PLANNING

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DIFFERENTIATING BONA FIDE STRATEGIC PLANNING FROM OTHER PLANNING

ABSTRACT

Evidence from prior studies suggests that many institutions believing they are conducting strategic planning--based upon common definitions and procedures derived from the literature in higher education and business--actually may not be conducting bona fide strategic planning. This study surveyed a group of over 100 institutions that had reported in earlier research that strategic planning was being conducted on campus, and obtained responses to a set of (twenty) questions designed to distinguish those actually engaged in strategic planning. Questions consisted of an even mixture of (1) activities largely proper and essential to strategic planning and (2) approaches and views of strategic planning that have little to do with the concept. Results reveal that a smaller proportion of institutions than previously indicated appear to be actually conducting strategic planning. The instrument used in this study can be used by institutional officials to assess their planning and how well campus personnel understand strategic planning. The authors offer guidelines for those who wish to conduct strategic planning.

NOTE: This is the second part of a three-part study of strategic planning. The third part will compare planning practices at colleges and universities judged in reputational studies to be among the best in the United States with planning practices at less highly regarded institutions.

DIFFERENTIATING BONA FIDE STRATEGIC PLANNING FROM OTHER PLANNING

INTRODUCTION

With increased focus on the importance of strategic planning, more institutions appear to be engaging in some form of planning that they consider "strategic." However, since standard definitions of strategic planning found in the literature are rather broad and the recommended techniques are diversely presented, it was expected that institutions purporting to be doing strategic planning were actually planning as usual or were employing some mixed form of strategic planning.

Ways to distinguish whether an institution is engaged in strategic versus some other kind of planning might help clarify the institution's purported expectations from the planning effort. Guidelines could also be offered for those about to start a strategic planning process to insure that they are actually planning strategically.

PURPOSE

The purpose of this phase of research was to devise and test an instrument that would determine the extent to which an institution is, or appears to be, actually engaged in strategic planning.

LITERATURE REVIEW

A review of higher education and business literature offers a common definition and commonly prescribed procedures for strategic planning. From the business-sector

literature, works by Steiner (1979), Pearce and Robinson (1982), Lorange (1982), and Shirley et al (1981) are instructive. From higher education literature, works by Cope (1981, 1985, 1986), Keller (1983), Shirley (1983), Uhl (1983), and Peterson (1980) offer a foundation on common strategic planning practices.

From a synthesis of the literature, the following definition and essential processes are summarized.

Common Definition

Strategic planning and management (Meredith) is:

> (1) setting goals which match institutional activities, competencies, and resources with the external environment's present and future opportunities, demands, and risks;
>
> (2) formulating alternative courses of short-term and long-term action for achieving the goals;
>
> (3) selecting and implementing a given (best) course of action, and directing and coordinating resources and activities to help assure successful performance; and
>
> (4) evaluating results to insure that goals are met and to monitor the appropriateness of the course of action and necessity for modifications.

In a 1985 survey (Meredith), 87 percent of a sample cross-section of institutions indicated that they conduct strategic planning and management as defined above.

Common Strategic Planning Processes

The basic processes commonly involved in strategic planning are:

Clarifying/redefining institutional mission and purpose.
Clarifying/redefining traditions, values, and aspirations.
Clarifying/redefining goals and objectives.
Assessing the external environment.

Identifying external opportunities and threats.
Forecasting the external environment.
Evaluating institutional programs and resources.
Assessing internal strengths and weaknesses.
Assessing leadership abilities and priorities.
Matching external opportunities/threats with internal strengths/values.
Formulating strategic campus plans.
Formulating departmental plans.
Implementing campus and departmental strategic plans based upon allocation/reallocation of resources.
Reviewing and evaluating strategic process results.

The 1985 study showed that institutions typically engage in these processes and steps "to some extent" (rather than "highly") and experience only "some success" (rather than "high success") in the results of these processes. Institutional practices varied considerably.

Shortcomings of the Common Definition

Investigators in the current study challenged the high percentage of institutions which said they engage in strategic planning. The figure of eighty-seven percent far exceeded their perceptions and experience.

Shortcomings of the common definition are that it is too general, and does not adequately discriminate between "bona fide" strategic planning and other kinds of planning. This generality of definition may be responsible for the seemingly too-high proportion of institutions saying that they practice strategic planning. Thus, the definition derived from the literature is perhaps so broad that nearly anything an institution does in the way of planning can fit in some where.

Another aspect of the definitional problem is that a large proportion of administrators and planners appear to equate strategic planning with traditional long-range planning or just about anything considered management. This was found by Lenning in a pilot study (1982) and several follow-up applications of a questionnaire designed to differentiate between the two kinds of planning.

Proper Definition of Strategic Planning

A proper definition, offered by one investigator (Cope, 1986), is as follows.

> "Strategic planning, a relatively new management tool, is not simply an aggregation of budgets or a collection of management techniques to address all the issues facing an institution. Strategic planning is an open systems approach to steering an enterprise over time through uncertain environmental waters. It is a pro-active problem solving behavior directed externally at conditions in the environment. It is a means to find a favorable comparative position in an industry where there is continual competition for resources. The primary purpose is to link the institution's future to anticipated changes in the environment in such a way that the depletion of resources (money, personnel, students, goodwill...) is slower than the acquisition of new resources."

Cope (1985) and McCune (1986) have also differentially defined strategic planning and long-range planning for educational enterprises.

In describing strategic choice, Cope (1986) states that:

> "Strategic choice involves a major decision altering the relationship of the institution to its environment. Too often, any important decision is considered strategic. The key word is environment. A strategic decision alters the institution's resource-acquisition or resource-depletion relationship with the environment." "Strategy determines the nature and the direction of the institution. Strategic choices relate to scope of services, choice of those served, growth considerations, and the nature of relationships with other organizations. Strategic choices deal with 'what' rather than 'how.'" (p.73)

The Concern and Question: To What Extent are Institutions Actually Engaged in Bona Fide Strategic Planning?

A better means of determining the extent to which institutions engage in strategic planning seemed to be needed. It would appear that institutional self-reporting is not a valid measure of of such activity, even when refined definitions of strategic planning were used.

Rather than focusing on the definition of strategic planning--which, even when properly defined, does not appear to be the right mechanism for assessing the degree of institutional involvement in strategic planning--the investigators turned to the method developed by Lenning (1982), based on an idea by Peck (1982). This method asks questions, carefully phrased so as to distinguish between strategic and other kinds of planning, of administrators involved in their institution's planning.

DATA SOURCES AND METHODOLOGY

For the current study, data were generated through a survey of 104 institutions (one of which was a state university system) purporting to be conducting "strategic planning" in a previous phase of this research.

The Questionnaire

A questionnaire was developed specifically for the survey. Factors differentiating strategic planning from traditional long-range planning, as enumerated by Lenning (1982), were used as the basis for most of the questionnaire items. (See Figure 1.) These factors each represent substantially opposite sides of positions and behaviors relevant to strategic planning. For example, the traditional long-range approach emphasizes stability, whereas the strategic planning approach is dynamic and change-oriented. The traditional is deductive and analytical, whereas the strategic is inductive and integrative. The traditional emphasizes doing things right, whereas the strategic emphasizes doing the right things. And so on.

Next, some items were added that were not intended to diffeentiate strategic from traditional long-range planning but that are important for strategic planning to succeed.

FACTORS DIFFERENTIATING STRATEGIC PLANNING FROM TRADITIONAL LONG-RANGE PLANNING

Traditional Long-Range Planning	Strategic Planning
1. emphasizes stability	1. dynamic and change oriented
2. tradition-oriented	2. mission-oriented
3. budgets and governance structure heavily influence results	3. open and participative in terms of influence on results
4. Concrete and objective data emphasized	4. subjective and intuitive data emphasized
5. blueprint for the future, of future decisions	5. vision of the future, to guide decision-making today
6. deductive and analytical	6. inductive and integrative
7. product oriented	7. process oriented
8. focuses on extrapolation	8. anticipative, tries to anticipate sudden and not-so sudden changes
9. future-decisions orientation, looking from where are now	9. current-decisions orientation, looking from the future
10. reactive	10. proactive
11. inaction when there is ambiguity	11. entrepreneurial and action-oriented even when there is ambiguity
12. internal focus	12. external focus
13. opportunistic in orientation	13. opportunity analysis orientation
14. relies on the tried and tested	14. emphasizes innovation and creativity
15. lock-step process	15. continuous and on-going process
16. univariate	16. synergistic
17. the most persuasive persons set the direction	17. consensus-oriented in determining direction
18. institutional strengths and weaknesses are the primary determiners	18. institutional environment and context are the primary determiners
19. facts and the quantitative are emphasized	19. opinions and the qualitative are emphasized
20. emphasis is on doing things right	20. emphasis is on doing the right things
21. efficiency orientation	21. effectiveness orientation
22. science	22. art
23. plan	23. stream of decisions
24. planning office carries out	24. institution-wide development
25. closed and internal focus	25. open and external focus

Note: Excerpted from Lenning (1982).

FIGURE 1

Examples are: "There are both formulation and implementation stages in the strategic process," and "Following strategic decisions, resources are, in fact, directed/redirected to insure that decisions are implemented and followed through upon."

The investigators collaborated on devising questions for the survey instrument, which went through extensive review and fine-tuning and ended up with twenty items. Items were designed so that the strategic response would be positive (i.e., the respondent would agree) for half of them, and negative (i.e., disagree) for the other half. The final instrument appears in Attachment A.

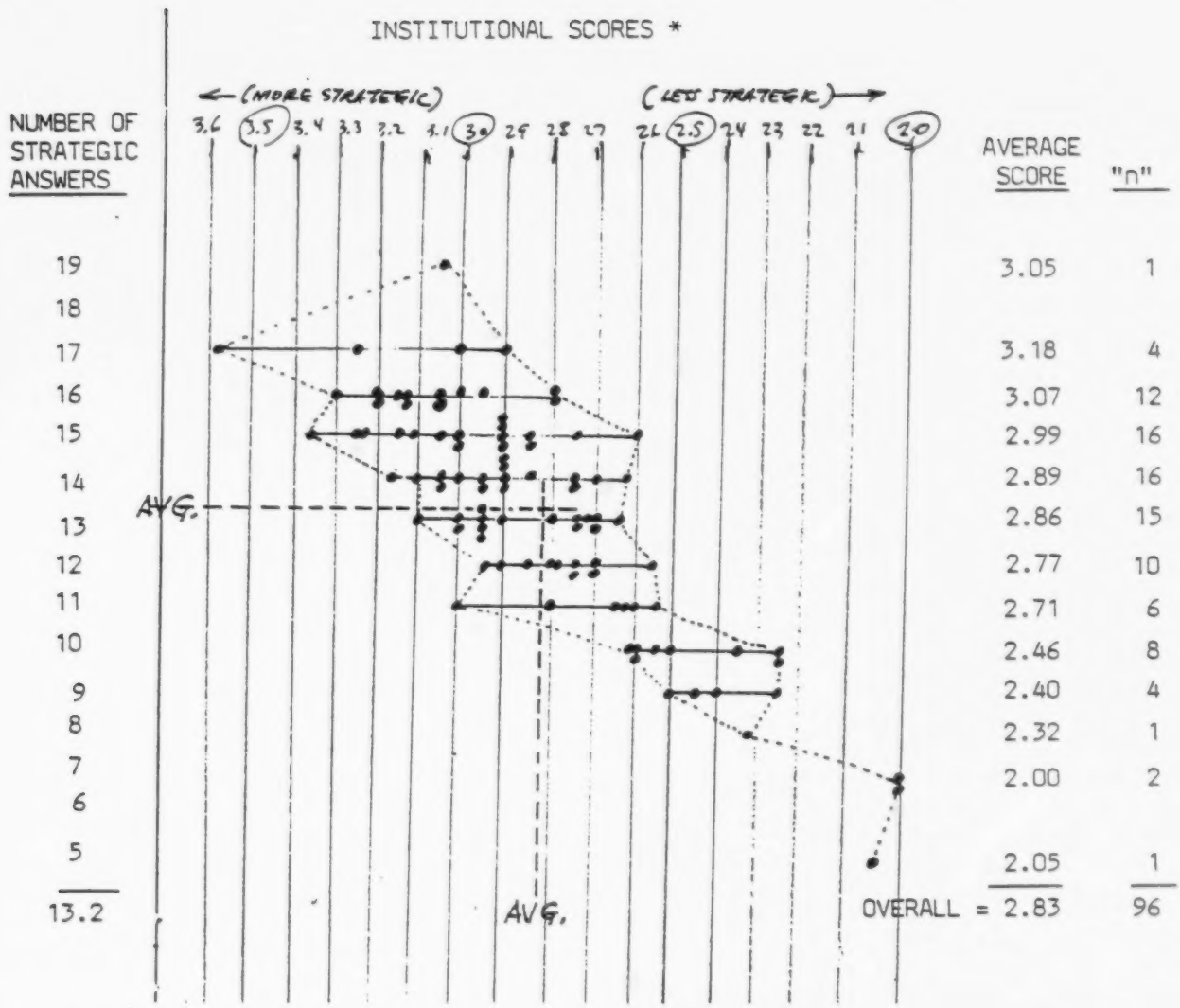
The survey was sent to officers/directors at 104 institutions who had been identified in the 1985 study as appropriate respondents for queries about strategic planning.

RESULTS

Ninety-six (96) out of the one-hundred-and-four (104) institutions responded, for a 92 percent response rate. (The 96 are listed in Attachment D.) This high rate of returns may indicate a high level of interest in strategic planning, and in the results of this survey, on the part of respondents. A number of written comments support this interest.

Analyses of responses were made for the total group and for breakdowns by institution type (two-year, four-year, doctorate, special), control (public versus private), and size (less than 1,000; 1,000 to 5000; 5,000 to 1,000; and greater than 10,000).

In addition to examining responses to each item, analyses were made of the total number of strategic responses. Frequencies, oneway ANOVA, and correlation statistics were employed and interpreted.



* SCALE = 4.0 highest possible score; 1.0 lowest possible score

FIGURE 2

Number of Strategic Responses

The premise is that the higher the number of strategic responses, the greater the extent to which an institution is engaged in what can be considered bona fide strategic planning, as opposed to some other form of planning (i.e., traditional, long-range).

As shown in Figure 2, a wide range was found in the number of strategic responses--from a high of 19 at one institution to a low of 5 at another (out of a total of 20 items). For this purpose, a response was counted as strategic if it received a "strongly" or "somewhat" answer for the respective, strategic, agree-versus-disagree scale. The average number of strategic responses was 13.2 for the total group.

The average number of strategic responses was similar among institutional types, control, and size. No statistically significant differences were found. The averages are:

By type:	two-year	13.1
	four-year	13.7
	doctorate	13.2
	special	12.1
By control:	public	13.1
	private	13.4
By size:	-1000	13.3
	1000-5000	13.1
	5000-10000	13.2
	10000+	13.7

For comparative purposes, these total strategic responses among institutions could be placed in three groups, in which about one-third scored 15 to 19 strategic responses; one-third 13 to 14; and one-third 5 to 12. When the data are examined in this way, one might take the results to suggest that only a third of institutions where officials believe they are engaged in strategic planning are conducting "bona fide" strategic planning.

The "strength" of strategic responses is measured two ways: (1) the number of strategic responses marked "strongly," and (2) the average score per institution for all items.

In the first case, the range of "strongly" strategic responses was found to be a high of 13 and a low of zero, with an average of 5.

In the second instance, with a scale of 4.0 = strongly strategic to 1.0 = strongly other than strategic, average institutional scores ranged from a high of 3.58 (closer to strongly strategic) to a low of 2.00 (somewhat other than strategic), with a group average of 2.83 (below somewhat strategic).

Item-By-Item Responses

Item responses are summarized in Table A and Figure 3. In Table A, data appear in the same order as the order of items listed on the questionnaire. In Figure 3, data are graphed in descending order according to the average score per item.

For the group, average items scores ranged from a high of 3.52 (Central to the process is a reasonably clear and articulated vision of what the institution is to become) to a low of 1.51 (The primary purpose of our strategic planning is to develop a blueprint for the institution's future). The rank ordering in Figure 3 allows the reader to examine group responses in his/her preferred manner--including, say, the top and bottom ten, or top and bottom five--to better understand each item and compare their own responses.

For the breakdowns of institutions by type, control, and size, although comparative scores are not statistically significant (i.e., enough to indicate that any of these subcategories comprised a different population), the comparisons appear to indicate greater and lesser

KEY REF. WORDS		INSTIT. TYPE				CONTROL		INST. SIZE			
	ALL	2YR	4YR	DOC	SPC	PUB	PRIV	SM	S-M	M-L	LG
1. BLUEPRINT	1.51	1.32	1.62	1.60	1.50	1.42	1.74	1.20	1.52	1.35	2.00
2. MISSION	3.31	3.43	3.43	3.04	3.25	3.27	3.41	3.50	3.38	3.20	3.00
3. RIGHT THINGS	2.82	2.79	2.76	2.83	3.00	2.82	2.82	2.70	2.76	2.79	3.30
4. CATALOG	3.09	3.14	3.20	3.00	2.92	3.09	3.11	3.50	3.00	3.15	3.08
5. VISION	3.52	3.59	3.50	3.52	3.42	3.51	3.56	3.70	3.54	3.50	3.33
6. STABLE	3.14	3.07	3.00	3.32	3.25	3.19	3.00	2.70	3.09	3.20	3.58
7. OPPOR/THREATS	2.57	2.55	2.66	2.52	2.55	2.49	2.80	2.70	2.52	2.85	2.25
8. OPIN/VAL/TRAD	2.81	2.76	2.83	2.96	2.58	2.78	2.90	2.70	2.78	2.80	3.08
9. ENVIR.SCAN	3.12	3.03	3.10	3.24	3.08	3.15	3.04	3.30	2.87	3.40	3.58
10. BLDG/GOV/FUTR	2.48	2.61	2.57	2.24	2.50	2.46	2.56	2.40	2.55	2.20	2.75
11. EXTRAPOLATION	2.52	2.38	2.59	2.54	2.64	2.40	2.84	2.50	2.48	2.45	2.82
12. COMPET. INSTIT	2.74	2.66	2.87	2.80	2.50	2.70	2.85	3.00	2.59	3.00	2.75
13. REACTION	2.69	2.76	2.73	2.60	2.58	2.61	2.90	2.90	2.74	2.50	2.58
14. OPPORTUNISTIC	2.20	1.90	2.55	2.16	2.18	2.19	2.23	2.10	2.28	2.05	2.17
15. AMBIGUITY	2.25	2.29	2.14	2.36	2.17	2.32	2.04	1.89	2.26	2.17	2.58
16. DEPT/CAMP PLN	3.04	3.07	3.10	3.13	2.64	3.06	3.00	3.10	2.94	3.20	3.18
17. RE-POSITION	3.03	3.00	3.03	3.21	2.75	3.03	3.04	3.30	2.89	3.30	3.00
18. FORMUL/IMPLEM	3.32	3.35	3.33	3.36	3.17	3.29	3.41	3.50	3.33	3.30	3.17
19. RESOURC REDIR	3.34	3.39	3.27	3.48	3.08	3.34	3.33	3.60	3.25	3.45	3.33
20. REVIEW & EVAL	3.16	3.17	3.03	3.36	3.00	3.17	3.11	3.40	3.07	3.30	3.08
AVERAGE SCORE:	2.83	2.79	2.87	2.86	2.75	2.81	2.89	2.89	2.78	2.86	2.93
NUMBER CORRECT:	13.2	1.31	13.7	13.2	12.1	13.1	13.4	13.3	13.1	13.2	13.7

TABLE A

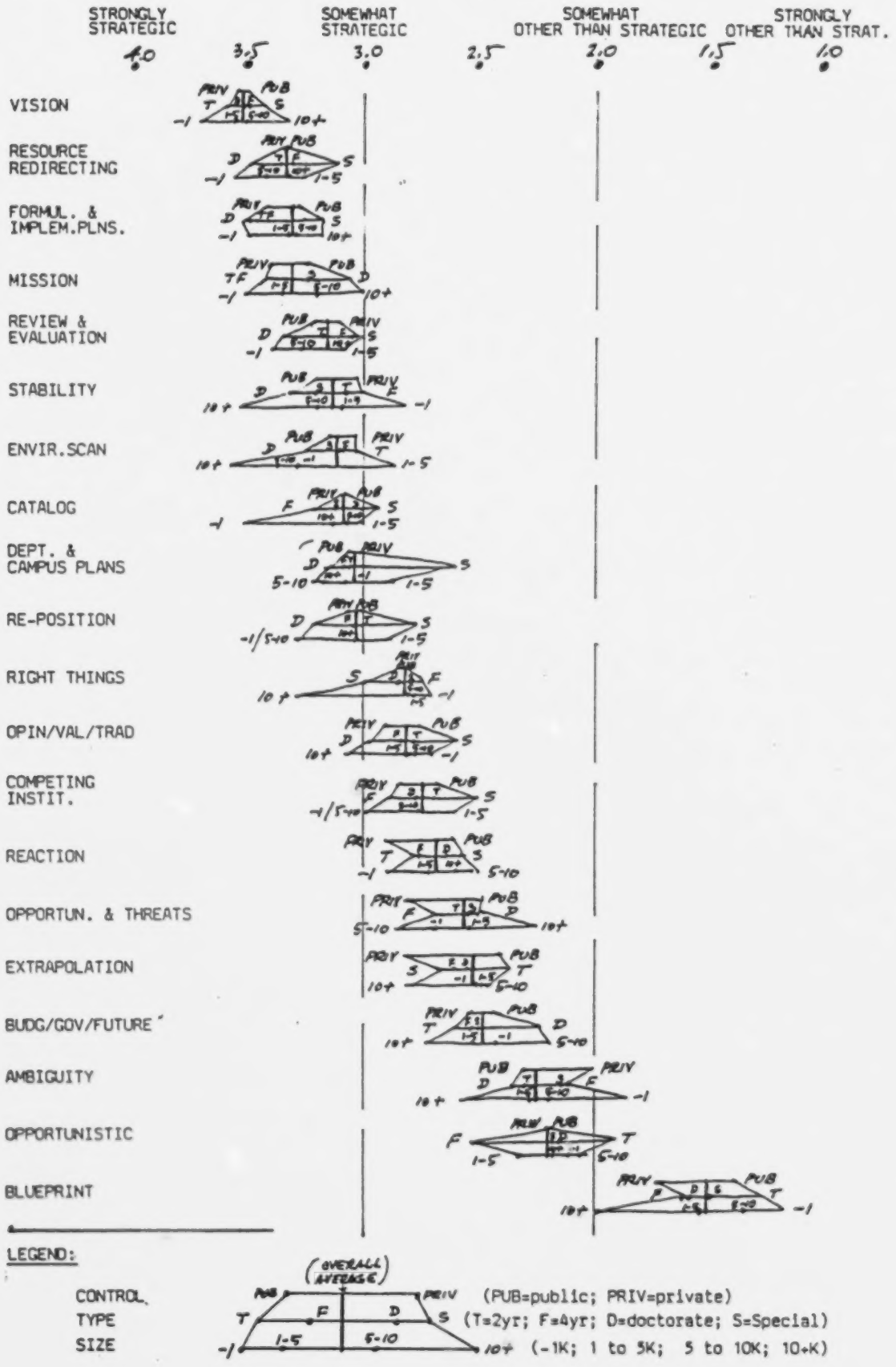

STRONGLY STRATEGIC
SOMEWHAT STRATEGIC
SOMEWHAT OTHER THAN STRATEGIC
STRONGLY OTHER THAN STRAT.
4.0
3.5
3.0
2.5
2.0
1.5
1.0
VISION
RESOURCE REDIRECTING
FORMUL. & IMPLEM.PLNS.
MISSION
REVIEW & EVALUATION
STABILITY
ENVIR.SCAN
CATALOG
DEPT. & CAMPUS PLANS
RE-POSITION
RIGHT THINGS
OPIN/VAL/TRAD
COMPETING INSTIT.
REACTION
OPPORTUN. & THREATS
EXTRAPOLATION
BUDG/GOV/FUTURE
AMBIGUITY
OPPORTUNISTIC
BLUEPRINT
LEGEND:
(OVERALL AVERAGE)
CONTROL
TYPE
SIZE
PUB
PRIV
T
F
D
S
1-5
5-10
-1
10+
(PUB=public; PRIV=private)
(T=2yr; F=4yr; D=doctorate; S=Special)
(-1K; 1 to 5K; 5 to 10K; 10+K)

FIGURE 3

involvement in (and perhaps understanding of, or the need to adequately conduct) strategic planning.

By type, four-year and doctorate institutions appear more strategic in their planning. By control, private institutions appear more strategic. By size, large and small institutions appear more strategic.

CONCLUSION

The study shows that not all institutions which assert that they are engaged in strategic planning are, in fact, so engaged--i.e., perhaps only one-third are-- and that the number of institutions conducting bona fide strategic planning appears to be smaller than suggested in prior studies. Furthermore, the study results indicate that statements such as the following should be accepted and interpreted only with the greatest of care: "We tried strategic planning but it did not work and thus has been discarded." Such statements should be challenged with queries concerning the characteristics of the institution's "strategic planning" and put into proper perspective, if bona fide strategic planning practices were not employed. If such statements are not questioned in this manner, strategic planning is likely to become just another higher education fad to be discarded when the novelty wears off, rather than the crucial way of thinking and planning for institutional advancement that it is intended to be.

Results suggest that most institutions engaged in (or interested in) conducting strategic planning would benefit from closer study of the distinctions between strategic and traditional long-range planning. Otherwise, they will not, in fact and in turn, reap the intended and inherent benefits of strategic planning.

GUIDELINES FOR CARRYING OUT STRATEGIC PLANNING

The following guidelines for carrying out bona fide strategic planning are offered.

1. Administer the instrument used in this study (Attachment A, "Characteristics of Strategic Planning at Your Institution")--or perhaps a more appropriate version for your situation like the front-and-back version shown in Attachment C, developed for use prior to a presentation by Lenning (1987) to an audience of academic deans--to key administrators at your institution. You may wish to include your President and Chief Officers for Business, Student Services, Development, Admissions, as well as others involved in planning. Examine the results (strategic response "key" appears in Attachment B) to assess the extent to which your institution appears to be engaged in strategic planning.

2. When the results are in, use them as a discussion stimulator among key administrators, first trying to get clarification about differences in item interpretation, and how these interpretations compare to the intended interpretation for the particular questionnaire item.

3. To the extent that institutional responses are not strategic, study and discuss these against a background of the differentiating behaviors and positions (presented in Figure 1). Where appropriate, consult the bibliography of "Recommended Resources" listed in the references section.

IMPLICATIONS FOR INSTITUTIONAL ADMINISTRATORS AND OTHERS

The study offers additional insight into and understanding of strategic planning practices

in higher education institutions, allowing institutional administrators and others to assess institution's approach and procedures, modify and strengthen them where necessary, and to help insure that existing or proposed strategic planning efforts are more likely to be successful.

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ATTACHMENT A

UNIVERSITY OF COLORADO, BOULDER
Office of the Chancellor

November 14, 1986

The year before last, you responded to a survey from this office about strategic planning practices. Results of that study were sent to you for your information and reference.

In that survey, you reported that strategic planning was being conducted on your campus. However, definitions for strategic planning found in the literature are broad and diffuse, as are the methods proposed, and a more helpful definition appears to be needed.

The enclosed, brief one-page questionnaire is being sent to all 100 institutions which reported in the previous study. The purpose of this current study is to ascertain how much variety is present with regard to "strategic planning" and to gather data that might provide further guidance for other institutions on how to conduct useful strategic planning.

Please respond to the enclosed questionnaire based on how your institution views and conducts strategic planning. The questionnaire is designed to take only a few minutes. Your response will help insure a valid, useful study. If you could respond by early to mid-December, we would be most grateful.

In appreciation for your response, we will send you a summary of the study results so that you can compare your responses to those of other institutions. And later your institution will be included in a study comparing "top ten" institutions and others and how they follow different strategies.

Thank you for your prompt response.

Sincerely,

Mark Meredith, Director, Management Information Analyses
University of Colorado at Boulder

Robert G. Cope, Associate Professor
University of Washington, Seattle

Oscar T. Lenning, Vice President and Academic Dean
Roberts Wesleyan College, Rochester (NY)

Enclosure

301 Regent Administrative Center • Campus Box B-17 • Boulder, Colorado 80309-0017 • (303) 492-8908

ATTACHMENT A

CHARACTERISTICS OF STRATEGIC PLANNING AT YOUR INSTITUTION 11/86

INSTITUTION _____ RESPONDENT _____ PHONE _____

INSTRUCTIONS: Please respond to each of the items 1-20 by checking one box to indicate the extent to which you agree or disagree that the statements about strategic planning pertain at your institution. If you would like to clarify your response to any item, please do so immediately below the item statement or on the back.

	DISAGREE		AGREE	
	STRONGLY	SOME WHAT	SOME WHAT	STRONGLY
1. The primary purpose of our strategic planning is to develop a blueprint for the institution's future.	☐	☐	☐	☐
2. Institutional mission is regularly reviewed and clarified in terms of "What business we are in."	☐	☐	☐	☐
3. "Doing things right" is considered more important than "doing the right things."	☐	☐	☐	☐
4. Our catalog statement of mission/purpose is considered more important for public relations than as a guide for the institution's future.	☐	☐	☐	☐
5. Central to the process is a reasonably clear and articulated vision of what the institution is to become.	☐	☐	☐	☐
6. It is desired that the institution be stable and relatively unchanging so it can withstand a turbulent environment.	☐	☐	☐	☐
7. Assessment of strengths and weaknesses of the institution is important, but not as important as regular assessment of opportunities and threats in the environment.	☐	☐	☐	☐
8. In our strategic planning, we rely primarily on analysis of concrete, objective data, rather than on opinions, values, traditions, and aspirations.	☐	☐	☐	☐
9. Environmental scanning is done regularly to assess trends and changes in social/demographic, technological, economic, and political influences.	☐	☐	☐	☐
10. Annual budgets and/or the governing structure largely determines what the institution will be doing in the future.	☐	☐	☐	☐
11. Extrapolation is used as a primary method to anticipate change in the external environment.	☐	☐	☐	☐
12. Strengths of specific, competing institutions are assessed regularly (including products/services, pricing, place of operation, and promotional techniques).	☐	☐	☐	☐
13. New program decisions are usually a reaction to outside influences, such as competition and government plans.	☐	☐	☐	☐
14. The institution is opportunistic.	☐	☐	☐	☐
15. Ambiguity, when it occurs in our strategic planning, requires more study so that certainty can be improved before decisions are made.	☐	☐	☐	☐
16. Both departmental and campus strategic plans are developed and decided upon.	☐	☐	☐	☐
17. Strategic choices are consistently made that re-position the institution in more favorable niches.	☐	☐	☐	☐
18. There are both formulation and implementation stages in the strategic process.	☐	☐	☐	☐
19. Following strategic decisions, resources are, in fact, directed/redirected to insure that decisions are implemented and followed through upon.	☐	☐	☐	☐
20. Following implementation of strategic decisions, review and evaluation is carried out to insure that decisions and goals are met and are appropriate, with modification as necessary.	☐	☐	☐	☐

21. Please provide a summary description of strategic planning on your campus in one or two sentences.

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*** THANK YOU!! PLEASE RETURN IN ENCLOSED STAMPED ENVELOPE (to U. of Colorado) ***

ATTACHMENT B

CHARACTERISTICS OF STRATEGIC PLANNING AT YOUR INSTITUTION

INSTITUTION SCORING KEY RESPONDENT _____ PHONE _____

INSTRUCTIONS: (D=disagree, A=agree) Please respond to each of the items 1-20 by checking one box to indicate the extent to which you agree or disagree that the statements about strategic planning pertain at your institution. If you would like to clarify your response to any item, please do so immediately below the item statement or on the back.

CORRECT "STRATEGIC" RESPONSES

		DISAGREE		AGREE	
		STRONGLY	SOME WHAT	SOME WHAT	STRONGLY
D	1. The primary purpose of our strategic planning is to develop a blueprint for the institution's future.	4	3	2	1
A	2. Institutional mission is regularly reviewed and clarified in terms of "What business we are in."	1	2	3	4
D	3. "Doing things right" is considered more important than "doing the right things."	4	3	2	1
D	4. Our catalog statement of mission/purpose is considered more important for public relations than as a guide for the institution's future.	4	3	2	1
A	5. Central to the process is a reasonably clear and articulated vision of what the institution is to become.	1	2	3	4
D	6. It is desired that the institution be stable and relatively unchanging so it can withstand a turbulent environment.	4	3	2	1
A	7. Assessment of strengths and weaknesses of the institution is important, but not as important as regular assessment of opportunities and threats in the environment.	1	2	3	4
D	8. In our strategic planning, we rely primarily on analysis of concrete, objective data, rather than on opinions, values, traditions, and aspirations.	4	3	2	1
A	9. Environmental scanning is done regularly to assess trends and changes in social/demographic, technological, economic, and political influences.	1	2	3	4
D	10. Annual budgets and/or the governing structure largely determines what the institution will be doing in the future.	4	3	2	1
D	11. Extrapolation is used as a primary method to anticipate change in the external environment.	4	3	2	1
A	12. Strengths of specific, competing institutions are assessed regularly (including products/services, pricing, place of operation, and promotional techniques).	1	2	3	4
D	13. New program decisions are usually a reaction to outside influences, such as competition and government plans.	4	3	2	1
D	14. The institution is opportunistic.	4	3	2	1
D	15. Ambiguity, when it occurs in our strategic planning, requires more study so that certainty can be improved before decisions are made.	4	3	2	1
A	16. Both departmental and campus strategic plans are developed and decided upon.	1	2	3	4
A	17. Strategic choices are consistently made that re-position the institution in more favorable niches.	1	2	3	4
A	18. There are both formulation and implementation stages in the strategic process.	1	2	3	4
A	19. Following strategic decisions, resources are, in fact, directed/redirected to insure that decisions are implemented and followed through upon.	1	2	3	4
A	20. Following implementation of strategic decisions, review and evaluation is carried out to insure that decisions and goals are met and are appropriate, with modification as necessary.	1	2	3	4

21. Please provide a summary description of strategic planning on your campus in one or two sentences.

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*** THANK YOU!! PLEASE RETURN IN ENCLOSED STAMPED ENVELOPE (to U. of Colorado) ***

M. Meredith
U. of Colo.

R. Cope
U. of Wasington

O. Lenning
Roberts Wesleyan C.

ATTACHMENT C

STRATEGIC PLANNING QUESTIONNAIRE

Institution_____ Respondent Name_____

Respondent Position_____ Telephone_____

Please respond to items 1-20 by indicating: (A) whether or not you think it is true of strategic planning, and (B) whether or not it is true of planning at your institution. For each item, please circle your two responses, using the following code:

Definitely true. 4
Somewhat true. 3
Somewhat untrue. 2
Definitely untrue. 1

Identification information will only be used to obtain follow-up clarification as needed. Data will only be used for group research purposes only and will be kept confidential.

	Is It True of Strategic Planning?	Is It True of Your Institution?
1. The primary purpose of planning is to develop a blueprint for the institution's future.	4 3 2 1	4 3 2 1
2. Institutional mission is regularly reviewed and clarified in terms of "what business we are in."	4 3 2 1	4 3 2 1
3. "Doing things right" is considered more important than "doing the right things."	4 3 2 1	4 3 2 1
4. The catalog statement of mission/purpose is considered more important for public relations than as a guide for the institution's future.	4 3 2 1	4 3 2 1
5. Central to the planning process is a reasonably clear and articulated vision of what the institution is to become.	4 3 2 1	4 3 2 1
6. It is desired that the institution be stable and relatively unchanging so it can withstand a turbulent environment.	4 3 2 1	4 3 2 1
7. Assessment of strengths and weaknesses of the institution is important, but not as important as regular assessment of opportunities and threats in the environment.	4 3 2 1	4 3 2 1
8. Planning relies primarily on analysis of concrete, objective data, rather than on opinions, values, traditions, and aspirations.	4 3 2 1	4 3 2 1

(OVER)

ATTACHMENT C

9. Environmental scanning is done regularly to assess trends and changes in social/demographic, technological, economic, and political influences.	4 3 2 1	4 3 2 1
10. Annual budgets and/or the governing structure largely determine what the institution will be doing in the future.	4 3 2 1	4 3 2 1
11. Extrapolation is used as a primary method to anticipate change in the external environment.	4 3 2 1	4 3 2 1
12. Strengths of specific, competing institutions are assessed regularly (including products/services, pricing, place of operation, and promotional techniques).	4 3 2 1	4 3 2 1
13. New program decisions are usually a reaction to outside influences, such as competition and government plans.	4 3 2 1	4 3 2 1
14. The institution is opportunistic.	4 3 2 1	4 3 2 1
15. Ambiguity, when it occurs in planning, requires more study so that certainty can be improved before decisions are made.	4 3 2 1	4 3 2 1
16. Both departmental and campus strategic plans are developed and decided upon.	4 3 2 1	4 3 2 1
17. Strategic choices are consistently made that re-position the institution in more favorable niches.	4 3 2 1	4 3 2 1
18. There are both formulation and implementation stages in the strategic process.	4 3 2 1	4 3 2 1
19. Following strategic decisions, resources are, in fact, directed/redirected to insure that decisions are implemented and followed through upon.	4 3 2 1	4 3 2 1
20. Following implementation of strategic decisions, review and evaluation is carried out to insure that decisions and goals are met and are appropriate, with modification as necessary.	4 3 2 1	4 3 2 1

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21. Please provide a summary description of planning on your campus in one or two sentences.

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Please return the completed questionnaire to the campus liaison person from whom you received the questionnaire or send to: O. Lenning, Roberts Wesleyan College, 2301 Westside Drive, Rochester, NY 14624.

ATTACHMENT D

INSTITUTIONS RESPONDING TO STRATEGIC PLANNING CHARACTERISTICS SURVEY

TWO-YEAR: (2 Yrs; less than 4 Yrs)	PUBLIC INSTITUTIONS----------	
	Lake Tahoe Comm.College	Mendocino Lake Comm. Coll.
	Laramie County Comm. Coll.	Aims Community College
	Northeastern Junior Coll.	McHenry County College
	Rend Lake College	Indiana Voc.Tech.Wabash
	Louisiana State--Eunice	Hagerstown Junior College
	Montgomery College	Bay de Noc Comm. College
	Northwestern Mich. Coll.	Miss. Gulf Coast Jr. Coll.
	St. Louis Comm.Coll.Flor.	Clinton Community College
	Onondaga Community Coll.	Mitchell Community Coll.
	Ohio University--Belmont	Murray State College
	Mount Hood Comm. College	Comm.College Beaver County
	Northampton County Com.Col.	Oklahoma City Comm.College
	Roane State Comm.College	Wharton County Junior Coll.
	Tacoma Community College	Whatcom Community College
	PRIVATE INSTITUTIONS----------	
	Lasell Junior College	
FOUR YEAR: (4 or 5 Yrs; Masters)	PUBLIC INSTITUTIONS----------	
	Governors State Univ.	U. Southern Indiana
	Kentucky State Univ.	Univ. Maine--Machias
	Bowie State College	Lake Superior St.Coll.
	Bluefield State College	Lincoln University
	U.North Carolina--Ashvl.	Cameron University
	Penn St. U--Capitol Cmp.	Penn St. U--King Prussia
	U.So.Carolina--Coastal	Central Washington Univ.
	PRIVATE INSTITUTIONS----------	
	Westmont College	
	Bethany College	Coll. New Rochelle
	Centre College	Merrimack College
	Hope College	Rust College
	Bloomfield College	Elmira College
	Franklin University	Oberlin College
	Ursinus College	Union University
DOCTORATE:	PUBLIC INSTITUTIONS----------	
	U. Northern Alabama	U. Alaska--Fairbanks
	South.Arkansas U.--Main	Georgia So. College
	Valdosta State College	Northern Illinois Univ.
	Wichita State Univ.	University of Lowell
	St. Cloud State Univ.	U. Missouri--Columbia
	Troy State University	Rhode Island College
	Winthrop College	Univ. South Dakota
	Memphis State Univ.	Texas Southern Univ.
	U. Alabama--Huntsville	U. Louisville
	U. Northern Florida	State U. System--Minn.
	SUNY Albany	U. Tennessee--Knoxville
	U. Miami	
	PRIVATE INSTITUTIONS----------	
	Atlanta University	Emory University
	Pepperdine University	St. Joseph College
	Rensselaer Polytech.	
SPECIAL:	PUBLIC INSTITUTIONS----------	
	U.Conn. Health Center	Columbus Tech.Institute
	U. Texas Medical--Glvstn.	Lakeshore Tech.Institute
	Edgecombe Tech. College	
	PRIVATE INSTITUTIONS----------	
	Devry Institute Tech.	Calif.Coll.Arts & Craft
	Davenport Coll. Business	Piedmont Bible College
	Philadelphia Coll.Pharm.	Meharry Medical College
	Dallas Theolog. Seminary	